

Reading Centre

making a difference

Checking in on reading with your child
Years 5 to 6



Checking in on your child's reading and viewing

Throughout each day, your child might read and view many different texts both for leisure and for learning.

Checking in on reading and viewing can provide you with opportunities to:

- determine your child's progress in school tasks
- have a conversation about a topic of value and/or interest to your child
- establish a reading and viewing routine.



Ways of checking-in about reading and viewing

There are many ways that children can share with you what they have been reading and viewing including:

- a conversation about the text or part of the text
- a summary of the text in words, images, print or in digital format
- what they have learnt and what they would still like to know
- five fun facts at 5 pm.

What is a text?

When your child reads or views something, it is generally known as a text. Texts can be:

- written
- spoken



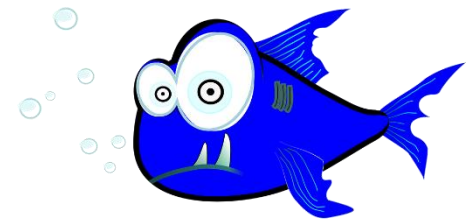
- multi-modal (uses more than one mode to communicate such as pictures, words and sound)
- in print or digital/online.

What affects texts?

Texts change depending on:

- the **audience** for whom they are created
- the **purpose** for which they are created.

For example, a scientific documentary on sharks will look and sound different to a cartoon about a day in the life of a shark.



Checking-in on reading with your child

When checking-in about your child's reading and viewing, it may be useful to begin with simple questions. These are about information that is directly written, pictured or said in the text.

You might then progress to asking more challenging questions which involve more complex thinking about the meaning of a text.

It may also be helpful to ask your child, 'What information in the text did you use to arrive at your answer?'

Understanding text

There are **three** levels of thinking about meaning in texts.

- 1. Literal** meaning is made from information that is directly written, pictured or spoken in a text. For example, ‘What does the text actually say?’
- 2. Inferential** meaning is what the reader assumes based on what the text suggests and what the reader already knows. For example, ‘What did the author mean by...?’
- 3. Evaluative** meaning includes the opinions and judgments readers makes about a text, the author and the text topic. For example, ‘What is the author’s opinion of...?’

Literal questions

Literal questions, that you could ask your child about a text, focus on:

- key ideas
- general understandings.

Literal questions often begin with:

- where (Where is the text set?)
- who (Who is the text about? Who wrote the text?)
- when (When did an event take place?)
- what (What is the topic of the text?)

Literal questions can be answered from information which is directly written, pictured or spoken in one or more places in the text.



Inferential questions

Inferential questions:

- focus on what is suggested by an author in a text
- are not answered by what is directly written, pictured or stated in the text
- invite the reader to use clues in the text plus what the reader already knows, to develop an answer.



Inferential questions

Inferential questions that you could ask your child about their reading and viewing include:

- What does the author feel and think about...?
- What does the author mean by...?
- What kind of person is the character...? Think about what they do and think.
- If it is not directly stated, what is the main idea in the text?
- What is the purpose of the text?

Evaluative questions

Evaluative questions focus on the opinions of the author and the reader.

Some evaluative questions that you might ask your child about what they have read or viewed include:

- How does the text make you feel about...? Why?
- Do you agree with the author's opinion on...?
- If you could give the text a rating out of five stars, what would you award and why?

Inspiring further reading and viewing

Some questions that you might ask your child to inspire further reading and viewing could include:

‘By the time we check-in again...

- can you find me five more interesting facts about...?’
- are you able to find a text about a similar topic and tell me about it?’
- can you describe another point of view about...?’